Subject: 8th Grade Guitar lesson Topic: The Tarantella

Teacher: Robert Knight Date: December 19,2013

**Objective:** Students will play an original composition, “Ticklish Tarantella”, to perform in the style and spirit of a tarantella. Students will play the trio in first position and mid-neck regions depending on part and/or ability.

**Essential Questions:**

1. How can music represent an object, an event, or a mood?
2. In what ways can music tell a story beyond the use of just words?
3. How can music convey meaning across the boundaries of age and culture?

**NC Music Essential Standards:**

8.ML.1.1 Use characteristic tone and consistent pitch when performing music alone and collaboratively, in small and large ensembles, using a variety of music.

8.ML.1.2 Integrate the fundamental techniques (such as posture, playing position, fingerings, and bow/stick control) necessary to sing and/or play an instrument.

8.ML.1 Apply the elements of music and musical techniques in order to play music with

accuracy and expression.

8.ML.1.3 Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing, and interpretation, while playing a varied repertoire of music with technical accuracy.

8.ML.2 Interpret the sound and symbol systems of music.

8.MR.1 Understand the interacting elements to respond to music and music performances.

8.CR.1.2 Understand the relationships between music and concepts from other areas.

8.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

Science: 8.L.3.2a Coexistence and Cooperation; Science: 8.L.3.2b competition (predator/prey).

**Common Core Standards:**

Science: [CCSS.ELA-Literacy.RST.6-8.2](http://www.corestandards.org/ELA-Literacy/RST/6-8/2/) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

History: [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Language Arts: [CCSS.ELA-Literacy.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Vocabulary: accelerando, ballet, castanets, ensemble, frenzied, hysteria, meter, tarantella, tempo.

Differentiation: Students can match ability levels to the three tiered guitar parts. The parts are also provided in standard notation (two treble clef guitar parts/ one bass clef bass part) and in tablature form.

**Materials:**

Newman, Barbara. "Tarantella." *Grolier Multimedia Encyclopedia.* Grolier Online, 2013. Web. 19 Dec. 2013.

The Jeff Corwin Experience. “Brazil: Exploring the Wetlands” segment 2, Discovery One, online 2005, Web. 19 Dec. 2013.

Knight, Robert. “Ticklish Tarantella”, guitar trio, 2008.

**Process:**

DAY 1

1. Welcome, pair/share knowledge of tarantella and review objectives.
2. Annotation of Grolier article on Tarantella. Sharing of key words and meaning from context.
3. Viewing of Jeff Corwin video (< 3 min.) on the tarantula.
4. Pair/share student expectations on how to interpret the dance based on the text and video.
5. Listening to the trio, “Ticklish Tarantella”; confirming/rejecting predictions.
6. Teacher modeling of individual parts; hand positions, shifting
7. Individual practice and selection of tiered parts.
8. Exit ticket: Sticky notes documenting progress and challenges

DAY 2

1. Review of objectives, review of sticky notes, discussion
2. Replay of recording
3. Teacher/student modeling of techniques related to student input
4. Individual practice and peer mentoring (like parts initially, then trio groupings)
5. Group practice with recording (speed adjusted via Finale software to match skill level)
6. Recording Group performance
7. Exit Data: Individual immediate goals on exit ticket

(The three parts are tiered with a wide range of playing demands. The project may last over many days.)

LAST DAY

1. Students write a short paragraph on how their performance captured the spirit of the tarantella.
2. Sharing of student writings and discussion of group/individual mastery of the objectives.